

Archived Information

Emergency Response & Crisis Management

**A Grant Competition to Improve and Strengthen School Emergency Response
and Crisis Management Plans
(CFDA # 84.184E)**

**Information and Application Procedures
FY 2004**

Application Deadline: July 9, 2004

Frequently Asked Questions
Page 17



OMB No. 1890-0009 Expiration Date: 06/30/2005

**U.S. Department of Education
Office of Safe and Drug-Free Schools**

May 2004

Dear Colleague:

Thank you for your interest in applying for the Emergency Response and Crisis Management grant (CFDA 84.184E) administered by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

This grant competition will provide funds to local educational agencies (LEAs) to improve and strengthen emergency response and crisis management plans, including training school personnel, students, and parents in emergency response procedures and coordinating with local law enforcement, public safety, health and mental health agencies. Applicants must work with their communities to develop meaningful partnerships that will support and sustain their emergency response plans. In addition to coordinating at the community level, applicants are required to coordinate with their state Homeland Security Plan. This coordination will eliminate any duplication of effort and ensure that community level plans are aligned with actions at the state level.

Secretary Paige has made the review and revision by schools of their school emergency response and crisis management plans one of the Department's Strategic Plan objectives. To help schools do so, the Department has developed recommendations for implementing school emergency response, evacuation and parental notification plans for schools. [Practical Information on Crisis Planning: A Guide for Schools and Communities](#) provides the key concepts and components of good emergency response and crisis planning. Every applicant to the Emergency Response and Crisis Management grant should review the Guide and address the four steps it identifies to emergency planning—Mitigation/Prevention, Preparedness, Response and Recovery—in its application. This Guide can be found at www.ed.gov/emergencyplan.

We look forward to receiving your application.

Sincerely,

Deborah A. Price
Deputy Under Secretary

Office of Safe and Drug-Free Schools
Emergency Response & Crisis Management
A Grant Competition to Improve and Strengthen School Emergency Response and Crisis
Management Plans

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I. General Information

Purpose

The Emergency Response and Crisis Management grant competition is for local educational agencies (LEAs) to improve and strengthen school emergency response and crisis management plans, including training school personnel, students, and parents in emergency response procedures and coordinating with state Homeland Security plans, as well as local law enforcement, public safety, health and mental health agencies.

Authority

The authority for this program is found in 20 U.S.C. 7131.

Note to Applicants

This is a complete application package for the Emergency Response and Crisis Management grant competition. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for a grant.

The official document governing this competition is the Notice Inviting Applications, published in the Federal Register on May 28, 2004. This information is also available electronically at the following web sites: <http://www.ed.gov/legislation/FedRegister/> and <http://www.ed.gov/programs/dvpemergencyresponse/index.html>.

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of the competition (**84.184E**) for which funds are being requested.

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department Regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance))
- 34 CFR Part 85 (Governmentwide Debarment and Suspension (Nonprocurement))
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)
- 34 CFR part 299 (General Provisions)

Contingent upon the availability of funds, we may make additional awards in Fiscal Year (FY) 2005 from the rank-ordered list of unfunded applications from this competition.

Eligible applicants

Local educational agencies (LEAs). Grantees that received funding under this priority in FY 2003 are not eligible applicants for FY 2004.

Project Period

The project period for these grants is for up to 18 months. No continuation awards will be provided. Budgets should be developed for up to a single 18-month period.

Estimated Range of Awards

Under this grant competition, an estimated 100 awards, ranging from \$100,000 – \$500,000 will be made. We estimate that: a small-size school district (with 1-20 school facilities) will need up to \$100,000 for the 18-month period; a medium-size school district (with between 21 and 75 school facilities) will need a maximum of \$250,000 for the 18-month period; and a large-size school district (with 76 or more school facilities) will need a maximum of \$500,000 for the 18-month period. Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds. The U.S. Department of Education is not bound by any estimates in this application package.

Application Due Date

We are requiring that applications for grants under the Emergency Response and Crisis Management competition, CFDA #84.184E, be submitted electronically using the Electronic Grant Application System (e-Application) available through the Department's e-GRANTS system. The e-GRANTS system is accessible through its portal page at: <http://e-grants.ed.gov>. If you are unable to submit an application through the e-GRANTS system, you may submit a written request for a waiver of the electronic submission requirement. In your request, you should explain the reason or reasons that prevent you from using the Internet to submit your application. Waiver requests should be addressed to: Sara Strizzi, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E320, Washington, D.C. 20202-6450. Please submit your request no later than two weeks prior to the application deadline date.

If within two weeks of the application deadline date, you are unable to submit an application electronically, you must submit a waiver request with your paper application. The application must be postmarked on or before **July 9, 2004**. Paper applications must include a written request for a waiver documenting the reasons that prevented you from using the Internet to submit your application. **Paper applications received without a waiver request will not be read.** Applications delivered by hand must be received by the U.S. Department of Education Application Control Center no later than 4:30 p.m. Eastern time on **July 9, 2004**.

Under very extraordinary circumstances the Department may change the closing date for a competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register. **Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the closing date notice under the Pilot Project for Electronic Submission of Applications.**

Technical Assistance in Preparing Applications

Information about applying for grants from the Office of Safe and Drug-Free Schools is available online at www.ed.gov/about/offices/list/osdfs/resources.html. Click on Grant Application Technical Assistance Resources at the bottom of the page.

D-U-N-S Number Instructions

A D-U-N-S number is required on the ED 424 Form. You can obtain your D-U-N-S number at no charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dbis/aboutdb/intlduns.htm>

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies and organizations worldwide.

Please note that you must have a D-U-N-S number in order to receive a grant award.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimated to average 28 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E320, Washington, DC 20202-6450.

Required Forms

- ED-424 (Application for Federal Assistance and Instructions)
- ED-524 (Budget Information—Non-Construction Programs and Instructions)
- SF-424B (Assurances—Non-Construction Programs)
- ED 80-0013 (Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements)
- ED 80-0014 (Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions)
- SF-LLL (Disclosure of Lobbying Activities and Instructions)

II. Government Performance and Results Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Create a culture of achievement.

GOAL 2: Improve student achievement.

GOAL 3: Develop safe schools and strong character.

GOAL 4: Transform education into an evidence-based field.

GOAL 5: Enhance the quality and access to postsecondary and adult education.

GOAL 6: Establish management excellence.

The Secretary has established the following performance measures for evaluating the overall effectiveness of the Emergency Response and Crisis Management program:

1. Demonstration of increased number of hazards addressed by the improved school emergency response plan as compared to the baseline plan;
2. Demonstration of improved response time and quality of response to practice drills and simulated crises; and
3. A plan for, and commitment to, the sustainability and continuous improvement of school emergency response plans by the district and community partners beyond the period of Federal financial assistance.

These three measures constitute the Department's indicators of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these three outcomes in conceptualizing the design, implementation, and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their final performance report about progress toward these goals. We strongly encourage grantees to use a qualified evaluator to design and implement an evaluation of the project that can provide reliable data on the performance measures for this program.

III. Tips for Applicants

A. Before You Begin

- Read this application package in its entirety, follow all of the instructions carefully, pay particular attention to those items in italics.
- Use the tools we have provided to help you, including:
 - the partner agreement;
 - frequently asked questions in this application package; and
 - how to apply for a grant on the Department's Web site at:
<http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>
- If you are uncertain about any aspects of this application package, contact the competition manager for clarification (contact information appears on last page of this application).

B. Preparing Your Application

- Be sure your application includes a budget request (ED Form 524) for an 18-month period, and that you have completed the budget narrative justification.
- Be sure your application includes signed agreements from the head of your local government, community-based law enforcement, public safety, health, and mental health. We advise using the certification provided to help you make sure that appropriate signatures have been obtained.
- Follow the recommendations for locations of required information, such as your plan to coordinate with your state homeland security plan and plans for addressing the needs of disabled students.
- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so we can easily determine how the funds will be spent.
- Link your planned expenditures to the goals and objectives of your program. Be sure to demonstrate that your proposed expenditures are necessary to carry out your program. Do not request funds for miscellaneous purposes.

C. Submitting Your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure you have met the absolute priority and included the signed agreements from law enforcement, public safety, health, mental health and the chief executive officer (again, we recommend you use the agreement provided on page 38).
- Make sure all required forms are signed by an authorized representative of your organization.
- Note that we are requiring electronic submission of applications. If you cannot submit your application via the Internet, follow the instructions in this package for requesting a waiver.

D. Next Steps

- Since electronic submission of applications is required, you will receive an automatic acknowledgement that your application was received after you submit your application electronically. The acknowledgement will provide you with a PR/Award number (an

identifying number unique to your application). Please retain a copy of this number for your records.

- OSDFS staff screen each application to ensure that all program eligibility requirements are met, signatures from partners are included and all forms are included.
- Your application will be assigned to a three-person panel of peer reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.
- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the comments prepared by the peer reviewers.

IV. General Information and Requirements

BACKGROUND

Families trust schools to keep their children safe during the day. Thanks to the efforts of millions of teachers, principals, and staff across America, the majority of schools remain a safe haven for our nation's youth. The unfortunate reality is, however, that at some point every school district in this country will be touched either directly or indirectly by a crisis of some kind.

Natural disasters such as floods, earthquakes, fires, and tornados can strike a community with little or no warning. School shootings, threatened or actual, are extremely rare, but are traumatizing and disruptive when they occur. The tragic events of September 11, 2001, made us aware that in addition to planning for traditional crises and emergencies, schools must now plan to respond to possible terrorist attacks on campus or in the community. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death.

The Emergency Response and Crisis Management grant will enable school districts to improve and strengthen their crisis plans to include:

1. All four phases of crisis management: mitigation/prevention; preparedness; response; and recovery;
2. Agreements to coordinate among education, local government, and community-based law enforcement, local government, public safety, health, and mental health in the strengthening and improving of the plan;
3. Coordination with their State Homeland Security Plan;
4. A comprehensive plan that considers all possible hazards and crises;
5. Support from top leadership;
6. Pre-established and specific roles for faculty, parents, students and first responders;
7. Drills and exercises for staff and students;
8. Intention to review, revise and update the plan to reflect what works, what doesn't, and address emerging crises;
9. A district plan and a plan for each school building;
10. A plan that doesn't leave any child behind -- addressing needs of all populations; and
11. Emergency equipment and technology (but not as a majority of the requested funding).

Each community has its own history, culture, and way of doing business. Schools and districts are at risk for different types of crises and have their own definitions of what constitutes a "crisis." Crisis plans need to be customized to communities, districts, and schools to meet the unique needs of local residents and students, and address state and local school safety laws. Therefore, conducting needs assessments to determine the kinds of hazards schools may face is important. Are schools near an airport or a military base? Have schools instituted sound and effective violence prevention strategies? Are schools' physical plants able to withstand natural disasters your region may encounter? In addressing those potential hazards, emergency response plans should address those hazards through every phase of crisis management: mitigation/prevention; preparedness; response; and recovery. In addition, crisis plans must consider the specific needs of all populations – particularly children with disabilities and students whose first language is other than English.

We have found that strong plans involve key community groups, such as fire, police, first-responders and mental health providers in the development and in the practicing of the plan. First-responders and mental health professionals should be familiar with schools and students before a crisis occurs.

Schools play an essential role in ensuring the safety of their students in the event of any kind of crisis. In recent years, the U.S. Department of Education has been involved in several activities aimed at helping schools understand that important role. These activities include:

- The U.S. Department of Education has developed “Practical Information on Crisis Planning: A Guide for Schools and Communities” that identifies some of the key principles in developing crisis management plans.
- In collaboration with U.S. Department of Homeland Security Secretary Ridge, Secretary Paige unveiled a new section on the U.S. Department of Education website www.ed.gov/emergencyplan designed to be a “one-stop-shop” of resources to help school officials plan for any emergency, including natural disasters, violent incidents and terrorist acts.
- The U.S. Department of Education worked with the U.S. Secret Service to develop a Threat Assessment Guide to provide educators with practical advice on differentiating between persons making idle threats and those posing actual threats.
- Department leaders meet on a regular basis with the chiefs of school police of the nation's 40 largest school districts. The chiefs help provide the department with a better understanding of the problems they face regarding school crime and terrorist threats and possible solutions. This effort will be continued and expanded.
- The U.S. Department of Education worked closely with the federal Bureau of Alcohol, Tobacco, and Firearms to develop and disseminate materials that will help school officials develop strategies for prevention of bomb threats and for handling them effectively when they occur.
- Most recently, this grant competition, which will help school districts improve and strengthen emergency response and crisis management plans. Funds can be used to train school personnel, parents and students in crisis response; coordinate with local emergency responders including fire and police; purchase equipment; and coordinate with groups and organizations responsible for recovery issues, such as health and mental health agencies.

REQUIREMENTS

Participation by Private School Children and Teachers

LEAs are required to provide for the equitable participation of private school children, their teachers, and other educational personnel in private schools located in areas served by the grant recipient. In order to ensure that grant program activities address the needs of private school children, the LEA must engage in timely and meaningful consultation with private school

officials during the design and development of the program. This consultation must take place before any decision is made that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate.

In order to ensure equitable participation of private school children, teachers, and other educational personnel, an LEA must consult with private school officials on issues such as: hazards/vulnerabilities unique to private schools in the LEA's service area and existing emergency management plans and crisis response resources already available at private schools.

Maintenance of Effort

LEAs may receive a grant only if the state educational agency finds that the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined effort or aggregate expenditures for the second preceding fiscal year.

Evaluation Requirement

Successful applicants are required to evaluate the effectiveness and outcomes of the activities funded under their grant and to submit a final report on the effectiveness of the programs and activities funded under their grant.

Grantee Meetings

Applicants are required to include sufficient funds in the travel budget for the project director and one other person to attend one annual two-day grantee meeting in Washington, DC, and up to two other three-day meetings to be determined by the Department. Grant funds may be used to pay all expenses associated with attending the meetings.

Technical Assistance

Grantees will receive technical assistance throughout the life of the grant. This assistance will take multiple forms including meetings and workshops, telephone consultations, and other forms of networking to share ideas and identify resources. In addition, each grantee will be assigned a Federal Project Officer who will also serve as a resource. Grantees are encouraged to be fluent in the use of email as most correspondence regarding their project will be delivered electronically.

V. Application Information and Selection Criteria

Absolute Priority

We give an absolute preference to applications that meet the following priority, and fund under this competition only those applications that meet the following absolute priority: LEA projects to improve and strengthen emergency response and crisis management plans, at the district and school-building level, while addressing the four phases of crisis planning:

Prevention/Mitigation, Preparedness, Response, and Recovery. Plans must include training for school personnel, students, and parents in emergency response procedures and must include coordination with local law enforcement, public safety, health, and mental health agencies.

In order to receive funding, projects must meet the above absolute priority, in addition to the following application requirements.

Requirements

1. To be considered for a grant award, applications must include an agreement that details the participation of the LEA and the following five community-based partners from the local area: law enforcement, public safety, health, mental health, and the head of your local government (for example your mayor, city manager, or county executive.) The agreement must detail the roles and responsibilities each of the required partners will have in improving and strengthening the plan. The agreement must also reflect each partner's commitment to sustainability and continuous improvement of the plan. Finally, your agreement must include an authorized signature representing the LEA and each community-based partner.

If one or more of these five partners is not present in your community, or cannot feasibly participate, the agreement must explain the absence of each missing partner. Every application must include signatures representing at least the LEA and two of the required five partners, and explanations for the absence of any of the remaining required partners.

Applications that fail to include the required agreement (with signatures and explanations for missing signatures as specified) will NOT BE READ.

Although this program requires partnerships with other parties, administrative direction and fiscal control for the project must remain with the local educational agency.

2. Applications must be coordinated with their state Homeland Security Plan. All states submitted such a plan to the Department of Homeland Security on January 30, 2004. To ensure that emergency services are coordinated within the state, the LEA must follow the requirements of their state Homeland Security Plan for informing and working with state personnel on emergency services and initiatives. A list of State Homeland Security contacts is included on page 32.
3. The plan must also take into consideration the communication, transportation, and medical needs of individuals with disabilities within their school district.

Selection Criteria

We use the following selection criteria to evaluate applications for grants under this competition. The maximum score for all these criteria is 100 points. The maximum score for each criterion is indicated in parentheses. We use the following criteria to evaluate applications for new grants under this competition.

1) Need for project. (20 points)

In determining the need for the proposed project, we will consider:

- a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (10 points)

Note: Under this criterion, we will look for a clear and convincing demonstration of significant need – such as a recent vulnerability and needs assessment—to improve and strengthen the LEA’s emergency response and crisis management plan, as well as how the proposed plan will address that need.

- b. The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

2) Significance. (25 points)

In determining the significance of the proposed project, the following factors are considered:

- a. The likelihood that the proposed project will result in system change and improvement. (15 points)

Note: Under this criterion, we will look for the applicant’s identification of the vulnerabilities to which its school facilities may be exposed and its comprehensive approach to addressing those vulnerabilities in the proposed emergency response/crisis management plan. We expect that applicants will propose comprehensive approaches that do not solely rely on equipment and technology purchases and address the four phases of crisis planning—mitigation/prevention, preparedness, response, and recovery.

- b. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (10 points)

Note: Under this criterion, we will look for the applicant’s plan to expand the scope of their emergency response/crisis management plan to address multiple hazards and the needs of individuals with disabilities, personnel, and students.

3) Quality of the project design. (30 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- a. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (10 points)

Note: Under this criterion, we will look for the applicant's intent to develop a plan that takes into consideration the specific needs of each school. Applicants should describe how each school will develop a plan that is customized based upon their particular vulnerabilities and student population. Applications should also describe their plan for training staff, students, and parents in emergency response procedures.

- b. The extent to which the design of the proposed project reflects up to date knowledge from research and effective practice. (10 points)

Note: Under this criterion, we will look for the applicant's inclusion of the four phases (mitigation/prevention, preparedness, response, and recovery) in "Practical Information on Crisis Planning: A Guide for Schools and Communities" (available online at www.ed.gov/emergencyplan) and a clear description of how the proposed project will address those four phases.

- c. The extent to which the proposed project will be coordinated with similar efforts, and with other appropriate community, State, and Federal resources. (10 points)

Note: Under this criterion, we will look for the applicant's coordination at the local level with their community partners. Applications should also describe how their project is coordinated with their state Homeland Security Plan.

4) Quality of the project evaluation. (10 points)

In determining the quality of the evaluation, the following factor is considered:

- a. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)

Note: Under this criterion, we will look for a description of the evaluation plan that includes methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the Government Performance and Results Act (GPRA) measures established for this program.

5) Quality of the management plan. (15 points)

In determining the quality of the management plan, the following factor is considered:

- a. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (10 points)

Note: Under this criterion, we will look at the quality of the applicant's planned coordination and collaboration with the head of the local government, and community-based law enforcement, public safety, health, and mental health agencies in the strengthening and improvement of the plan. This description should go beyond simply stating the roles and responsibilities discussed in the absolute priority.

- b. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 points)

Note: Under this criterion, we will look for the applicant's plan to manage the development and implementation of crisis plans at all schools covered by the project.

VI. Frequently Asked Questions

VI.

Who is eligible to apply?

Only local educational agencies (LEAs) are eligible to apply.

May private schools apply?

No, only LEAs may apply for funding. However, private school students may receive services provided with these grant funds.

May institutions of higher education apply?

No, only LEAs may apply for funding.

How much money is available for this program?

Approximately \$27 million in total is available for these grants.

How many new awards will be made?

We anticipate making approximately 100 grant awards under this program in FY 2004.

What must we do to prove that we plan to coordinate with local government, law enforcement, public safety, health and mental health?

This grant competition is for LEA projects to review and strengthen emergency response and crisis management plans, including training school personnel, students, and parents in emergency response procedures and coordinating with the local community-based law enforcement, public safety, health, and mental health agencies, as well as the head of the local government. The absolute priority for this competition requires that applicants collaborate with these partners to review and strengthen their plans. Applicants that do not provide signatures of at least two of these partners, along with descriptions of each partner's roles and responsibilities in the strengthening and improving of plans will not be read.

It is important to ensure that necessary partners are familiar with your schools, facilities, and your students before an event occurs. Therefore, we require you work with them, drawing on their knowledge and expertise as you review and revise your emergency response plan, and then provide them with a copy of the final plan. We understand that not all applicants may, for specific reasons, be able to include all these partners in the improving and strengthening of their plan. Your application is eligible if you only have two signatures from the list of partners, however you must provide explanations when you submit fewer than all five signatures. We strongly encourage participation and coordination of all these partners, for the safety of your students and the successful implementation of your plan. You may use the certification page provided in this application package to obtain the signatures and details of the roles and responsibilities.

May we coordinate with more than five partners?

Absolutely. We only require that you demonstrate (with signatures and descriptions of their

responsibilities) coordination with at least two the partners in our list, but if you would like to coordinate with others (perhaps public works or transportation departments), you are welcome to do so.

What do you mean by “law enforcement,” “public safety,” “health,” “mental health,” and “head of local government”?

These labels mean different things to different people. The most relevant “law enforcement” to your plan may be your local sheriff’s office or the police chief. “Public safety” may be your local fire department or the community-based emergency medical services entity. “Health” may be the community health organization or the head of the local public health agency. “Mental health” may be the local agency that provides mental health services to children. “Head of local government” may be the mayor, the county executive, the city manager, or the head of the town council. While different localities have different names for these entities, what is important is that you include high-level community-based representatives in the strengthening and improving of your plan, so that they are familiar with your schools and their students *before* a crisis occurs.

How do I demonstrate “coordination” with my state Homeland Security Plan?

Applicants should consult with their state emergency management agency during the development of their application to ensure that efforts are coordinated. Applicants do not need to obtain a formal approval from their state emergency management agency on their plan. However, they must indicate in their application how state and LEA efforts are coordinated to include informing and working with state personnel on emergency services and initiatives.

What is the average amount of each grant?

Awards will range from \$100,000 to \$500,000. We estimate that: a small-size school district (with 1-20 school facilities) will need up to \$100,000 for the 18-month period; a medium-size school district (with between 21 and 75 school facilities) will need a maximum of \$250,000 for the 18-month period; and a large-size school district (with 76 or more school facilities) will need a maximum of \$500,000 for the 18-month period. Applicants requesting funds in excess of the recommended amounts will need to carefully justify their need for those funds. Applicants can apply for less than the average range of these awards as stated above. These figures represent estimates and are not binding.

What is the goal of this program?

The grants can be used for strengthening and improving school safety plans in a comprehensive manner.

How do I count the number of school facilities in my area?

When indicating whether you are a small, medium or large district (according to the categories given on page 5 under “Estimated Range of Awards”), please give a count of your facilities. When counting facilities, please count school sites, or campuses, but not individual structures. For example, if one of your schools has 2 trailers and one permanent school building on its campus, please count that school as only one facility, not three.

What is a vulnerability assessment?

A vulnerability assessment is the process you use to determine the kinds of hazards the schools in your area may encounter. It is important to take a look around your district and determine what might cause danger so that you can be as prepared as possible. Working with the police, the

fire department, the emergency medical services, the department of transportation, and other government agencies will be very helpful in assessing these vulnerabilities. They will help you determine what your vulnerabilities are. For example, are your students near a nuclear plant? Are your schools located near railroad tracks, or major highways where crashes may occur and endanger students, or put them in harm's way? Is your area prone to earthquakes or hurricanes? It is important to prepare for the kinds of emergencies or crises you may encounter. It is important to prepare for social and emotional environments that may lead to crises, as well.

What does mitigation mean?

In this application and in the Department's Guide on emergency planning, "mitigation" refers to taking action to reduce the impact of a crisis. For example, while school administrators and teachers cannot avoid an earthquake, they may be able to *mitigate* the impact of one on their school and students by securing bookcases so that they don't fall down, and training students and staff how to protect themselves during tremors. Another example is taking inventory of your school location to determine if it might be vulnerable to a terrorist threat with any nearby nuclear power plants, railroad tracks, or any potential hazard.

May I use these funds to implement a prevention program (i.e., bullying prevention, suicide prevention, violence prevention, etc.)?

No; prevention programs are beyond the scope of this grant competition. While we realize the importance of a comprehensive approach to violence prevention, those activities are not directly related to development of an effective crisis response plan. Requests for funds to implement a prevention program will not be allowed.

May I apply as a consortium of districts (i.e., collaborative, BOCES, etc.)?

Yes; however, only one LEA may serve as the fiscal agent and administrative lead. The LEA is responsible for the administration of all grant activities, including the development of customized plans down to the building level. Plans that involve multiple districts need to include a management plan that is strong enough to support a multi-district project.

My district received services through this grant under a consortium in FY 2003. Since my district was not the fiscal agent for the grant, may I apply independently in FY 2004?

No. If your district received funding in FY 2003, either independently or through a consortium, you are not eligible for funding again in FY 2004.

Is there a matching requirement?

No.

My district doesn't have an indirect cost rate. How do I get one?

LEAs should check with their state educational agency if they do not have a negotiated indirect cost rate. For more information about indirect cost rates, visit www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html

May this money be used for professional development workshops for teachers and other educators?

Yes, as long as the activities directly support the purposes of the grant.

May funds be used to hire safety personnel?

No, this is not a hiring grant.

May we use these funds to hire consultants and/or program coordinators?

Yes, provided the fees are reasonable and necessary to carry out the purpose of the grant. Applicants should be sure to fully substantiate all expenditures in the budget narrative.

May we use these funds to buy safety and security equipment?

Yes, applicants may propose to use a small portion of these funds to buy safety and security equipment and technology. However, applicants who propose in their application to use these funds primarily to buy safety and security equipment will NOT score highly on their application, and will decrease their chances of receiving funds. The selection criteria for this competition call for a comprehensive, systematic, coordinated improvement of emergency response plans, and applications that only request funds for technology and equipment are not meeting those criteria.

What is the project and budget period for these grants?

Projects are to be completed in 18 months. A single budget period (18-month) should be detailed on the budget form in a single column.

May a copy of my application be shared with public?

The Department will provide a copy of your application upon notifying the person who produced and submitted the application and in accordance with the Freedom of Information Act (FOIA). FOIA was enacted in 1966 and provides that any person has the right to request access to Federal agency records or information. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them except for those records that are protected from disclosure by the nine exemptions list in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm

Do I have to submit my application electronically?

Yes, this competition requires mandatory electronic submission of applications. However, if you are unable to submit your application electronically, you can request a waiver to submit a paper copy. See page 5 for additional information on how to submit a waiver.

VII. Application Contents

A. Preparing the Application

A completed application for assistance under this competition consists of **two parts**:

- (1) **all forms, assurances, and agreements** that must be submitted in order to receive a grant and
- (2) **a detailed narrative description** of the proposed project **and the budget** to support it.

Applicants should carefully review the Selection Criteria for information on items that must be covered in the narrative description. A panel of nonfederal readers with experience in emergency response and crisis planning will review each eligible application submitted by the deadline date.

The panel will award up to a total of 100 points for the selection criteria based on the quality and completeness of the narrative description. In describing the proposed project, applicants should take care to provide a comprehensive response to each factor under the selection criteria. Applications that fail to do so will be read, but experience suggests they may not score well enough to be funded.

B. Organizing the Application

We recommend that applicants organize the information in their application in the following order. All pages should be numbered consecutively to make review and evaluation easier.

1. ED Form 424. This is the title page of your application. Make sure that block 4 identifies the number of this competition: CFDA# 84.184E.

2. Table of Contents. Provide an itemized listing of each section of the application package, including page numbers.

3. Program Abstract. Provide a one-page, double-spaced abstract that describes the need to be addressed by the project, summarizes the proposed activities, and identifies the intended outcomes.

4. Program Narrative. Applicants should organize the Program Narrative according to the Selection Criteria specified in Section V. The narrative should address all the criteria and all of the factors under each criterion and address the four phases of planning activities: mitigation/prevention; preparedness; response; recovery. **The narrative should also address the application requirements listed in Section IV, especially certifying that 1) agreements from required community partners are in place, 2) the plan is coordinated with the state Homeland Security Plan, and 3) the plan has addressed the needs of students with disabilities.** The plan should also address the private school participation and maintenance of effort requirements described in Section IV.

The pages of the narrative section must be numbered and should be limited to 25 typed double spaced pages, font size 12 point, printed only on one side, with a 1 inch margin on all sides. It is in the best interest of applicants to ensure that the narrative statement is easy to read, logically developed in accordance with selection criteria, and fully addresses each rating factor.

5. Budget. Use the Budget Information Form (ED Form 524) to prepare a complete budget for the project. Provide amounts for all major budget categories. The budget should be shown in one column as it is a single budget period.

6. Budget Justification. Applicants should provide a detailed explanation for all funds requested on the Budget Form (ED Form 524). In explanation of funds requested, you must indicate whether you are a small, medium, or large district (according to breakdown given on page 5 under “Estimated Range of Awards”). Costs should be broken down according to the categories on the budget summary form. Explain the basis used to estimate all costs for each budget category. Provide a detailed explanation for any costs that appear unusual and describe how those costs relate to the proposed activities. The narrative should provide enough detail for reviewers to easily understand how costs were determined and how they relate to the goals and objectives of the project.

C. Assurances. This application package includes the following—Assurances-Non-Construction Programs Certification and Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (Standard Form 424B, ED 80-013). By signing the Standard Form 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment, and environmental tobacco smoke. In addition, applicants may use the sample assurance on page 37 to demonstrate that they have coordinated with their state Homeland Security plan and addressed the needs of students with disabilities, and the Partner Agreements on page 38 to demonstrate that they have coordinated required community partners.

D. Appendices

Please note: The Appendices do not count toward the total page limitations that apply to the program narrative. Please do not include video tapes, CD-ROMs, photographs or floppy disks. We will not be able to review them nor return them. This section should contain any supplementary information that applicants may choose to submit in support of applicant’s capacity and preparation to undertake the proposed project. Do not include budget or program narrative information in this section.

The agreement detailing roles and responsibilities and required signatures of cooperating entities—local education agency, local government, community-based law enforcement, public safety, health and mental health—should be included as an appendix to the application.

The following items should be included as appendices to the application.

Forms

The following forms are required in all applications and are included in this package:

- Application for Federal Education Assistance (**ED Form 424**)
- Budget Information Form (**ED Form 524**)
- Assurances - Non-Construction Programs (**Standard Form 424B**)
- Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (**ED Form 80-0013**)

- Disclosure of Lobbying Activities (**Standard Form LLL**)
- Lower Tier Covered Transactions (**ED Form 80-0014**)

Forms may be photocopied. Forms are also available electronically from the following Web site:
www.ed.gov/fund/grant/apply/appforms/appforms.html

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program.

Please note: All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Please note: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate

how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0009. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E320, Washington, DC 20202-4850.

VIII. Application Transmittal Instructions

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. This program requires electronic submission of applications, and has specific requirements and waiver instructions in the Federal Register notice published on May 28, 2004. You may view this document on the Internet at the following Web site:

<http://www.ed.gov/programs/dvpemergencyresponse/index.html>

An original and two copies of an application for an award must be mailed or hand-delivered by the application deadline date unless it is submitted electronically.

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 pm (Eastern time) on the application deadline date. The regular hours of operation of the e-Grants website are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday (Eastern time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesday for maintenance (Eastern time). Any modifications to these hours are posted on the e-Grants website.

If you submit your application through the Internet via the e-Grants website, you will receive an automatic acknowledgement when we receive your application.

Applications Delivered by Mail

Applications sent by mail must be addressed to:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.184E
550 12th Street, S.W.
Room 7067
Washington, D.C. 20024-6122

Applicants must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service Postmark
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service
3. A dated shipping label, invoice, or receipt from a commercial carrier
4. Any other proof of mailing acceptable to the U.S. Secretary of Education

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

1. A private metered postmark, or
2. A mail receipt that is not dated by the U.S. Postal Service

Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you. If you do not receive the notification of application receipt within 15 days from the mailing of the application, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

You must indicate on the envelope and—if not provided by the Department—in Item 4 of the Application for Federal Education Assistance (ED 424 (exp. 11/30/2004)) the CFDA number and suffix letter of the competition under which you are submitting your application.

If your application is late, we will notify you that we will not consider the application.

Applications Delivered by Hand or Courier Service

An application that is delivered by hand must be taken to:

U.S. Department of Education
Application Control Center
Attention: CFDA 84.184E
550 12th Street, S.W.
Room 7067
Washington, D.C. 20024-6122

The Application Control Center accepts application deliveries daily between 8:00am and 4:30pm (Eastern Time), except Saturdays, Sundays, and Federal holidays. A person delivering an application must show identification to enter the building.

IX. Intergovernmental Review of Federal Programs

This grant competition is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on processes for State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact (SSPOC) to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing of the Single Point of Contacts for each State is included in this application package. A copy of the applicant's letter to the State Single Point of Contact must be included with this application.

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by August 9th, 2004, to the following address: The Secretary, EO 12372-- CFDA # 84.184E, U.S. Department of Education, 400 Maryland Avenue, SW., Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30pm (Eastern Time) on August 9, 2004. Please do not send applications to this address.

State Single Points of Contact (SPOCs)

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within one of these States, you may still send application material directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance or at the following Web site:

<http://www.cfda.gov/public/cat-app4-index.htm>

ARKANSAS Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Administration 1515 7 th Street, Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 FAX: (501) 682-5206 Tlucopeland@dfa.state.ar.us	CALIFORNIA Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 FAX: (916) 323-3018 State.clearinghouse@opr.ca.gov
DELAWARE Charles H. Hopkins Executive Department Office of the Budget 540 S. Dupont Highway, 3 rd Floor Dover, Delaware 19901 Telephone: (302) 739-3323 FAX: (302) 739-5661 Chopkins@state.de.us	DISTRICT OF COLUMBIA Luisa Montero-Diaz Office of Partnerships and Grants Development Executive Office of the Mayor District of Columbia Government 414 4 th Street, NW, Suite 530 South Washington, DC 20001 Telephone: (202) 727-8900 FAX: (202) 727-1652 opgd.eom@dc.gov
FLORIDA Jasmin Raffington Florida State Clearinghouse Department of Community Affairs 2555 Shumard Oak Blvd. Tallahassee, Florida 32399-2100 Telephone: (850) 922-5438 FAX: (850) 414-0479 clearinghouse@dca.state.fl.us	GEORGIA Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 FAX: (404) 656-7901 Gach@mail.opb.state.ga.us
ILLINOIS Virginia Bova Department of Commerce and Community Affairs James R. Thompson Center 100 West Randolph, Suite 3-400 Chicago, Illinois 60601 Telephone: (312) 814-6028 FAX: (312) 814-8485 vbova@commerce.state.il.us	IOWA Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 FAX: (515) 242-4809 Steve.mccann@ided.state.ia.us

KENTUCKY Ron Cook Department for Local Government 1024 Capital Center Drive, Suite 340 Frankfort, Kentucky 40601 Telephone: (502) 573-2382 FAX: (502) 573-2512 Ron.cook@mail.state.ky.us	MAINE Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 Telephone: (207) 1461 (direct) FAX: (207) 287-6489 Joyce.benson@state.me.us
MARYLAND Linda Janey Manager, Clearinghouse and Plan Review Unit Maryland Office of Planning 301 West Preston Street – Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 FAX: (410) 767-4480 linda@mail.op.state.md.us	MICHIGAN Richard Pfaff Southeast Michigan Council of Governments 535 Griswold, Suite 300 Detroit, Michigan 48226 Telephone: (313) 961-4266 FAX: (313) 961-4869 pfaff@semcog.org
MISSISSIPPI Cathy Mallette Clearinghouse Officer Department of Finance and Administration 1301 Woolfolk Building, Suite E 501 North West Street Jackson, Mississippi 39201 Telephone: (601) 359-6762 FAX: (601) 359-6758	MISSOURI Angela Boessen Federal Assistance Clearinghouse Office of Administration P.O. Box 809 Truman Building, Room 840 Jefferson City, Missouri 65102 Telephone: (573) 751-4834 FAX: (573) 522-4395 igr@mail.oa.state.mo.us
NEW MEXICO Ken Hughes Local Government Division Room 201, Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 FAX: (505) 827-4948 Khughes@dfa.state.nm.us	NORTH CAROLINA Jeanette Furney Department of Administration 1302 Mail Service Center Raleigh, North Carolina 27699-1302 Telephone: (919) 807-2323 FAX: (919) 733-9571 Jeanette.furney@ncmail.net
NEW MEXICO Ken Hughes Local Government Division Room 201, Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 FAX: (505) 827-4948 Khughes@dfa.state.nm.us	NORTH CAROLINA Jeanette Furney Department of Administration 1302 Mail Service Center Raleigh, North Carolina 27699-1302 Telephone: (919) 807-2323 FAX: (919) 733-9571 Jeanette.furney@ncmail.net
NORTH DAKOTA Jim Boyd Division of Community Services 600 East Boulevard Ave, Dept 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 FAX: (701) 328-2308 Jboyd@state.nd.us	RHODE ISLAND Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence Rhode Island 02908-5870 Telephone: (401) 222-2093 FAX: (401) 222-2083 knelson@doa.state.ri.us

SOUTH CAROLINA Omeagia Burgess Budget and Control Board Office of State Budget 1122 Ladies Street – 12 th Floor Columbia, South Carolina 29201 Telephone: (803) 734-0494 FAX: (803) 734-0645 Aburgess@budget.state.sc.us	TEXAS Denise S. Francis Director, State Grants Team Governor's Office of Budget and Planning P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 305-9415 FAX: (512) 936-2681 dfrancis@governor.state.tx.us
UTAH Carolyn Wright Utah State Clearinghouse Governor's Office of Planning and Budget State Capitol, Room 114 Salt Lake City, Utah 84114 Telephone: (801) 538-1535 FAX: (801) 538-1547 cwright@gov.state.ut.us	WEST VIRGINIA Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 FAX: (304) 558-3248 fcutlip@wvdo.org
WISCONSIN Jeff Smith Section Chief, Federal/State Relations Wisconsin Department of Administration 101 East Wilson Street – 6 th Floor P.O. Box 7868 Madison, Wisconsin 53707 Telephone: (608) 266-0267 FAX: (608) 267-6931 jeffrey.smith@doa.state.wi.us	AMERICAN SAMOA Pat M. Galea'i Federal Grants/Programs Coordinator Office of Federal Programs Office of the Governor/Department of Commerce American Samoa Government Pago Pago, American Samoa 96799 Telephone: (684) 633-5155 Fax: (684) 633-4195 pmgaleai@samoatelco.com
GUAM Director Bureau of Budget and Management Research Office of the Governor P.O. Box 2950 Agana, Guam 96910 Telephone: 011-671-472-2285 FAX: 011-671-472-2825 jer@ns.gov.gu	PUERTO RICO Jose Caballero / Mayra Silva Puerto Rico Planning Board Federal Proposals Review Office Minillas Government Center P.O. Box 41119 San Juan, Puerto Rico 00940-1119 Telephone: (787) 723-6190 FAX: (787) 722-6783
NORTHERN MARIANA ISLANDS Ms. Jacoba T. Seman Federal Programs Coordinator Office of Management and Budget Office of the Governor Saipan, MP 96950 Telephone: (670) 664-2289 FAX: (670) 664-2272 omb.jseman@saipan.com	VIRGIN ISLANDS Ira Mills Director, Office of Management & Budget # 41 Norre Gade Emancipation Garden Station, Second Floor Saint Thomas, Virgin Islands 00802 Telephone: (340) 774-0750 FAX: (787) 776-0069 Irmills@usvi.org

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to grants@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the [CFDA](#).

State Homeland Security Contacts

Alabama

James Walker
Homeland Security Director
Alabama Office of Homeland Security
401 Adams Ave. - Suite 560
Montgomery, AL 36103-5690
334-353-0242
Fax: 334-353-0606

Alaska

BG Craig Campbell
PO Box 5800
Ft. Richardson, AK 99505-0800
907-428-6003
www.ak-prepared.com/homelandsecurity

Arizona

Frank Navarette, Homeland Security Director
1700 West Washington Street, 3rd Floor
Phoenix, AZ 85007

Arkansas

Wayne Ruthven
Director
PO Box 758
Conway, AR 72033
501-730-9750
www.adem.state.ar.us

California

Rick Martinez
Chief Deputy Director, Office of Homeland Security
State Capitol, 1st Floor
Sacramento, CA 95814
916-324-8908

Colorado

Pamela Sillars
Acting Deputy Director, CO Dept of Public Safety
700 Kipling Street
Denver, CO 80215
303-273-1770

Connecticut

Vincent DeRosa
Deputy Commissioner, Division of Protective Services
55 West Main St., Suite 500
Waterbury, CT 06702
203-805-6600
www.state.ct.us/dps/PS/index.htm
DPS.Feedback@po.state.ct.us

Delaware

Phil Cabaud
Homeland Security Director
Office of the Governor
Tatnall Building – 2nd Floor
William Penn Street
Dover, DE 19901
302-744-4242

District of Columbia

Margret Nedelkoff Kellems
Deputy Mayor for Public Safety and Justice
202-727-4036
<http://washingtondc.gov>

Florida

Guy M. Tunnell
Commissioner, Florida Dept. of Law Enforcement
PO Box 1489
Tallahassee, FL 32302-1489
850-410-7233
www.fdle.state.fl.us

Georgia

Bill Hitchens
Director of Homeland Security
PO Box 1456
Atlanta, GA 30371
404-624-7030
www.gahomelandsecurity.com/

Hawaii

BG Robert Lee
Adjutant General
3949 Diamond Head Rd.
Honolulu, HI 96816-4495
808-733-4246
www.scd.state.hi.us

Idaho

MG Jack Kane
Adjutant General
4040 West Guard Street
Boise, ID 83705-5004
208-422-5242
www.state.id.us/government/executive.html

Illinois

Carl Hawkinson
Homeland Security Advisor
207 State House
Springfield, IL 62706
217-524-1486

Indiana

Clifford Ong
Director, Indiana Counter-Terrorism and
Security Council
100 North Senate Avenue
Indianapolis, IN 46204
317-232-8303
www.in.gov/c-tasc

Iowa

Ellen Gordon
Administrator, Emergency Management
Hoover State Office Bldg
1305 E. Walnut
Des Moines, IA 50319
515-281-3231
www.iowahomelandsecurity.org

Kansas

MG Gene Krase
Administrator for Emergency Management
2800 SW Topeka
Topeka, KS, 66611-1287
785-274-1121/1109

Kentucky

Ray Nelson, Executive Director
Office for Security Coordination
90 Airport Road, Suite #3
Frankfort, KY 40601-6137
502-607-1826 phone
502-607-1828 fax
<http://homeland.ky.gov>

Louisiana

MG Bennett C. Landreneau
Adjutant General and Director
Louisiana Office of Emergency Preparedness
7667 Independence Blvd.
Baton Rouge, LA 70806
225-925-7333

Maine

MG Joseph Tinkham, II
Adjutant General
Homeland Security
1 State House Station
Augusta, ME 04333-0001
Normal Working Hours: 207-626-4440

Maryland

Dennis Schrader
Homeland Security Director
State House, 100 State Circle
Annapolis, MD 21401
410-974-3901
www.mema.state.md.us

Massachusetts

Edward A. Flynn
Office of Commonwealth Security
Executive Office of Public Safety
1 Ashburton Place, Rm. 2133
Boston, Ma 02108
617-727-3600x556

Michigan

COL Tadarial Sturdivant
Director of State Police
Contact: Capt. John Ort
713 South Harrison Rd
E. Lansing, MI 48823
517-336-6198
www.msp.state.mi.us

Minnesota

Rich Stanek
Commissioner of Public Safety and Homeland
Security Director
DPS, North Central Life Tower
445 Minnesota St., St. 1000
St. Paul, MN 55101
dps.state.mn.us/homelandsecurity/index.htm

Mississippi

Robert Latham
Executive Director, Mississippi Emergency
Management Agency
PO Box 4501
Jackson, MS 39296-4501
601-960-9999
www.homelandsecurity.ms.gov

Missouri

Col. Tim Daniel
Special Adviser for Homeland Security
PO Box 809
Jefferson City, MO 65102
573-522-3007
www.homelandsecurity.state.mo.us

Montana

Jim Greene
Administrator, Disaster and Emergency Services
Department of Military Affairs – HAFRC
Montana Disaster and Emergency Services
1900 Williams Street
PO Box 4789
Helena, MT 59604-4789
406-841-3911
www.discoveringmontana.com/css/default.asp

Nebraska

Lieutenant Governor Dave Heineman
PO Box 94848
Lincoln, NE 68509-4848
402-471-2256
dave.heineman@email.state.ne.us

Nevada

Jerry Bussell
Homeland Security Director
2525 S. Carson St
Carson City, NV 89710
775-687-7320

New Hampshire

J. William Degnan
Acting Director, Emergency Management and
State Fire Marshal
10 Hazen Drive
Concord, NH 03305
603-271-3294

New Jersey

Sidney Caspersen, Director
N.J. Office of Counter-Terrorism
P.O. Box 091
Trenton, NJ 08625
609-341-3434
www.njcounterterrorism.org

New Mexico

Annette Sobel M.D., M.S.
Brigadier General
NM Homeland Security Director
P.O. Box 1628
Santa Fe, NM 87507-1628
505-476-0267

New York

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Director, Office of Public Security
Executive Chamber
633 3rd Ave, 38th Floor
NYC, NY 10017
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info@security.state.ny.us

North Carolina

Bryan Beatty
Secretary, Dept of Crime Control and Public
Safety
4701 Mail Service Center
Raleigh, NC 27699
919-733-2126
[www.ncgov.com/asp/subpages/safety_security.a
sp](http://www.ncgov.com/asp/subpages/safety_security.asp)

North Dakota

Doug Friez
Homeland Security Coordinator/Emergency
Management Director
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Fraine Barracks
Bismark, ND 58504
701-328-8100
www.state.nd.us/dem/homesec.html

Ohio

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Director of Public Safety
1970 W. Broad St.
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614-466-4344
www.state.oh.us/odps/sos/ohshome.htm

Oklahoma

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www.youroklahoma.com/homelandsecurity

Oregon

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Superintendent of Oregon State Police
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Salem, OR 97310
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Director, Pennsylvania Office of Homeland Security
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787-721-7700

Rhode Island

MG Reginald Centracchio
Adjutant General
222 State House
Providence, RI 02903
401-275-4102

South Carolina

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Chief, S.C. Law Enforcement Division (SLED)
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500 East Capitol Avenue
Pierre, SD 57501
1-866-homland

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MG (Ret.) Jerry Humble
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Texas

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Director, Office of Homeland Security
512-475-0645

Utah

Scott Behunin
Division Director, Comprehensive Emergency Management
210 State Capitol
Salt Lake City, UT 84114
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Vermont

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Commissioner, VT State Police
103 South Main Street
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802-244-8775

Virginia

John Hager
Assistant to the Governor for Commonwealth Preparedness
202 N. 9th Street, 5th Floor
Richmond, VA 23219
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<http://www.commonwealthpreparedness.state.va.us>

Washington

MG Timothy J. Lowenberg
Adjutant General and Director
State Military Department
Washington Military Dept., Bldg 1
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West Virginia

Joe Martin
Secretary, Dept. of Military Affairs and Public Safety
State Capitol Complex, Bldg 6, Rm B-122
Charleston, WV 25305
304-558-2930

Wisconsin

General Al Wikenning
Administrator, Emergency Management
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Madison, WI 53707-7865
608-242-3210
www.wisconsin.gov/state/core/domestic_prep.html

Wyoming

Joe Moore, Director
Wyoming Office of Homeland Security
TAG Office - 5500 Bishop Blvd.
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307-777-HOME (4663)

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Northern Mariana Islands

Jerry Crisostomo
Special Advisor for Homeland Security
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670-664-2280

Virgin Islands

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St. Thomas, VI 00802
340-712-7711

American Samoa

Leiataua Birdsall V. Ala'ilima
Special Assistant to the Governor
Office of Territory Emergency Mgmt
American Samoa Government
Pago, Pago, AS 96799
011-684-633-4116

Special Instructions: You must print out the form below, complete it, and fax it (along with the ED424) to the Application Control Center at (202) 245-6272 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.

X. Program Specific Assurances

As the duly authorized representative, I certify that the applicant has:

- 1. Contacted the state emergency management agency and has coordinated their emergency planning efforts with the state Homeland Security Plan, and**
- 2. Planned to develop emergency response plans that address the needs of disabled students.**

Signature of Authorized Certifying Official

Title

Applicant Organization

Date Submitted

Special Instructions: You must print out the form below, complete it, and fax it (along with the ED424) to the Application Control Center at (202) 245-6272 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.

Partner Agreement

To be considered for an Emergency Response and Crisis Management grant award, all local educational agencies (eligible applicants) must include signatures from *at least two of the five partners listed*, along with details of the roles and responsibilities of each partner in the improvement of the plan and a reflection of each partner's commitment to sustainability and continuous improvement of the plan. We have provided the following pages to help you obtain the necessary signatures.

You may choose another format to obtain necessary signatures and descriptions of roles. However, to be considered, you **MUST** have at least two partner signatures—AND in every space where you don't have a partner signature, you must provide an explanation as to why that signature is missing.

Providing only signatures does NOT meet the requirements for this grant competition. In addition to providing signatures, each partner must detail its role and responsibility in the strengthening and improving of the crisis management plan and its commitment to sustainability and continuous improvement of the plan.

Applications that do not both provide 1) at least two of the five signatures and 2) also include a description of each partner's roles and responsibilities will NOT BE READ.

Authorized signature representing LEA:

1. Below is a signature representing our **community-based law enforcement agency** (i.e. local police, sheriff's office whose jurisdiction covers a majority of the schools in the district) and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of roles and responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

2. Below is a signature representing our **local community-based public safety agency** (i.e. Emergency Management Services or Fire Department) and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature:_____Title:_____

Description of roles and responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

3. Below is a signature representing our **local community-based public health agency** and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature:_____Title:_____

Description of roles and responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

4. Below is a signature representing our **local community-based mental health agency** and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of Roles and Responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

5. Below is a signature of the **head of our local government** (i.e. the county executive, the mayor, the county manager, head of the town council) and reflecting that partner's commitment to sustainability and continuous improvement of the plan:

Signature: _____ Title: _____

Description of Roles and Responsibilities in the strengthening and improving of the plan:

We are unable to include this signature for the following reason(s):

XI. APPLICATION CHECKLIST

Use This Checklist in Preparing the Application Package:

- ☐ An Assurance regarding coordination with State Homeland Security and needs of disabled students (we recommend you use the Program Specific Assurances form provided on page 37)
- ☐ Signatures AND details of involvement from law enforcement, public safety, health, mental health and the chief executive officer (we recommend you use the Partner Agreement provided for the signatures on page 38)
- ☐ An original and two copies of the application are enclosed, if not submitting electronically. Each page of the application is numbered consecutively.
- ☐ If the applicant has received a waiver to submit the application in hard copy, all forms in that require a signature are signed in **black** ink.
- ☐ Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit DUNS Number and Tax Identification Number.
- ☐ A one-page project abstract.
- ☐ A narrative description of the project.
- ☐ A budget summary page and supporting budget narrative.
- ☐ All applications must include the required forms, assurances and certifications. Required forms listed are below:
 - (1) ED 424 – Application for Federal Assistance and Instructions
 - (2) ED 524 – Budget Information, Non-Construction Programs and Instructions
 - (3) SF 424B – Assurances, Non-Construction Programs
 - (4) ED80-0013 – Certifications Regarding Lobbying; Debarment, Suspension & Other Responsibility Matters; and Drug-Free Workplace Requirements
 - (5) ED80-0014 – Certification Regarding Debarment, Suspension, Ineligibility & Voluntary Exclusion – Lower Tier Covered Transactions
 - (6) SF LLL – Disclosure of Lobbying Activities and Instructions
- ☐ GEPA Section 427 Requirement.
- ☐ A copy of the letter to the State Single Point of Contact (see page 28).

XII. Other Information and Forms

For further information contact:

Sara Strizzi
Office of Safe and Drug-Free Schools
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6450

sara.strizzi@ed.gov
(202) 708-4850

Individuals who use a telecommunications devise for the deaf (TDD) may call the Federal Information Relay Service (FIRS) @ 1-800-877-8339 Monday through Friday between 8:00 a.m. and 8:00 p.m. (EDT).

Information about other funding opportunities, including copies of application notices for discretionary grants competitions can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Service (under Announcements, Bulletins, and Press Releases); or on the World Wide Web at <http://www.ed.gov/fund/grant/find/edlite-forecast.html>